

# CAMPING

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September 1927

## TRAINING FOR COUNSELORSHIP

By H. W. GIBSON

Training for counselorship is essential. A number of the older camps are "growing" a group of counselors who just naturally fit into the responsibilities of leadership like a glove fits itself to the hand. Each year a new "crop" matures and the continued productivity of the camp program consequently is assured. With a large number of camps, however, this condition does not exist and directors must depend upon men and women who take advantage of the increasing number of training institutes and courses, inaugurated by the Camp Directors Association and the colleges and universities, for leadership.

"A camp is built around personality rather than equipment" is a camp truism. What is this thing we call personality? It is a word difficult to define. Someone has described it as a deposit of power within the individual which when used makes him something more than a mere somebody. Personality is the result of the development of this power and of the application of certain gifts and particular qualities. Personality lives within us and we are simply the instrument which brings it to life, to light, to work. Personality is a counselor's greatest asset, because it is the power that inspires campers to action, determines the harmony of the camp and regulates the daily program.

To counselors we would say develop your personality. Power comes not from what we know, but from what we can express, and nine-tenths of expression is through personality. Cultivate a *winning* personality. Resist indifference, careless-



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ness and evil desires. Don't let your mind wander. Make the most of everything. Be something worth while to yourself. Have something worth while for everybody. Eliminate selfishness. What a terrible annihilator of camp happiness is selfishness! It is the major sin of life—murder and stealing are but its by-products.

Winter is the preparation period for leadership in summer camps. Read books on camping and kindred subjects. In most public libraries may now be found a shelf devoted to organized camping. In Sargent's *Handbook of Summer Camps* will be found several pages of bibliography of books and articles on camping. *Camps and Camping*, the annual booklet edited by a committee of the Camp Directors Association under the chairmanship of Prof. Eugene H. Lehman and published by the American Sports Publishing Co., New York, should be in the hands of every counselor. *Camping*, the official organ of the C. D. A., will give counselors a variety of material usable in camps and also the news of the chapters of the C. D. A. and doings of the organization. *Camp News*, published by Ben Solomon, gives the news of all kinds of camps, including the adult camps, as well as a number of articles on the general subject of camping. The editor of *Camping* pleads guilty to the editing of the Monthly Library on Camping which many counselors have found helpful.

Enroll in one of the courses on Camp Management and Practice conducted by such colleges and universities as Columbia, New York University, Boston University, Mills College, Western Reserve University, New Hampshire State College and others. Before camp opens make a special effort to attend one of the training conferences or institutes conducted by the C. D. A. in nearly every section of the country. A course of study is provided at these conferences which leads to the secur-

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## THE COUNSELOR WHO GIVES

By Miss Mary V. Farnum

Is there such a thing as a perfect counselor? We interview dozens of nice young things, who are sure because they love children that they will fill all the counselor requirements. We talk to dozens of teachers who are looking for a pleasant vacation in return for tutoring or a casual interest in some camp activity. We investigate dozens and dozens of physical directors who can do anything and everything in the sports line. After we cull and discard and weigh and balance we emerge with a counselor force which we hope will

be "top notchers." Some of them are, but many of our perfect specimens begin to show flaws under the strain of camp life.

There is a strain in camp life for those who come expecting to take with both hands and give as little in return as possible. First and foremost a camp counselor must be willing to give and give and give. She must give of her time, of her interest, of her loyalty. She must be willing to spend fifteen hours a day with the camp girls. She must enthrall girls to learn campish things without nagging at

them; she must be a mother, a friend, and an example without being a bore. She must sacrifice her own personal tastes for the good of the camp as a whole.

In order to fit into the whole camp scheme every counselor must learn to be a follower as well as a leader. It is often easier and more agreeable to command the regiment than to be a soldier under orders. Again and again counselors do not succeed because they fail to fit themselves into the big scheme of the camp program. Such counselors may have headed up a big department during the winter, then come to camp expecting to run their part

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## EDITORIALS

## COMING EVENTS

The October number of *Camping* will treat of "The Season in Retrospect." In these autumnal days it is wise to imitate the foresighted squirrel by garnering the season's nuts, even though some may be hard to crack, and profiting by the store of wisdom that the summer of 1927 has heaped up.

The editors of *Camping* are endeavoring to have contributions to this October issue representative of camps from all over the country. Such a survey will have most value the more national in character it becomes. Minnesota and Wisconsin are winging their contributions to us by air mail. We need a symposium of all sections of the Association, as they say on the signs — *This means you!*

## CONTRIBUTORS' COLUMN\*

Henry W. Gibson, the president of the Camp Directors Association and editor in chief of *Camping*, contributes this month the leading article, "Training for Counselorship." "Dad" Gibson, as he is affectionately called, always speaks with the voice of authority.

Miss Mary V. Farnum is introduced to the readers of *Camping* by Miss Sara G. Holiday, director of the *Holiday Camps* at Hackensack, Minnesota. Miss Farnum as director of the Holiday Junior Camp has a fine background of experience out of which she has written "The Counselor Who Gives" for this issue of *Camping*.

The *Hanoum Camps* at Thetford, Vermont, are represented by the article on Counselor Training which Miss Serena Gow, a Vassar graduate and a long-time Hanoum girl, has written.

Laura Joy Hawley, who gives *Camping* the results of a questionnaire at *Aloha Club*, is also a counselor, during the winter serving many eastern organizations in a consulting capacity on matters of advertising and correspondence.

"Psychological Don'ts" by Mrs. Pilpel and "A Counselor's Contribution to Camp Spirit" by Miss Jerrel were sent to the editor last June. Unfortunately records were mislaid which would indicate their position in the educational field, as well as their full names. For information on this score we shall be very grateful and will be glad to print it in the next issue of *Camping*.

"Growing Counselors" by Mrs. Jasper of Camp Lenore is a stimulating and interesting article previously given before a meeting of the Camp Directors Association.

"A Psychological and Educational Bibliography for Counselors" by Henry Busch will be greatly appreciated by camp directors for its comprehensive and excellent selection of pertinent books.

The *Camping* reporter continuing her journey gives this month a few impressions of counselors as she met them on her way. This article, entitled "The Counselor as a Guide Post to the Camp," was written by Lucile Perley Pike, who is a member of *Camping's* publishing staff.

"Raising a Cabin at Camp Lincoln" is a welcome contribution from Colba F. Gucker, who is director of this unique camp, run in conjunction with the Lincoln School of Teachers College, Columbia University.

Dr. J. Wilford Allen, whose article on "Feet, Posture and Health" appears in this issue, is director of Camps Po-Ne-Mah and Uncas, as well as a practicing physician in New York.

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## PSYCHOLOGICAL DON'TS FOR CAMP LEADERS

By MRS. PILPEL

An address given before the New York Section, C. D. A.

In dealing with children we are trying our level best to make ourselves more intelligent. There are of course some categorical don't's of the camp leaders. The most important one to me — I should like to see it in flaming red every time we are in danger of offending — is do not violate the personality of any man, woman or child; that is really the keynote of my own thought.

Now that of course is a most difficult thing. It is a difficult thing in the home where father and mother and children live together and at least have a chance to become acquainted and to understand one another. Of course, it is doubly difficult in camp, and any time that I seem to say anything that seems rather strong, I do want you to know that I by no means underestimate the difficulties of the life in camp for the directors. In fact I take my hat off to their courage every time.

The few things that I would like to call attention to I am very certain you have thought about very often and that is the great need for visualizing the home setting of the children entrusted to your care through the summer. It seems to me that that is the only way we can do constructive work. There is the question of the only child coming to you from the family; there is the question connected with the child that has special abilities and very often in connection with them very marked disabilities. There is the situation at home of incompatibility of parents, and you have these children from such homes entrusted to your care.

Now these I think are some of the situations that do call for psychological understanding. I know you have the question of homesickness to contend with, although from all I can gather it is not anything like as frequent as one might suppose, still it does exist and I think it is very interesting to find some of the reasons if you wish to do the right and best thing for such a child. Homesickness after all is really an expression of some difficulty. We see the expression and we use that one word — homesickness.

The causes for homesickness may be manifold. The few that impress themselves are, for instance, there may be difficulty of the child, maybe the only child or whatever, that becomes homesick because it has difficulty in adjusting itself to some of its mates — cannot get along for some reason or other and of course it becomes homesick, wants to go back to the place where it is comfortable. It may be due to a feeling of incapacity of ever being able to do the things that are required and expected and understood, and it expresses itself again in homesickness, for home where one is not expected to do things not easy to do. It may be due to something more settled than that. There may be feeling of

insecurity on the part of the child that comes from one of these other homes, where there is this incompatibility, where the father and mother are not living together in harmony, and of course it has been suggested that that child would be glad to get away from that place, but psychologists have found that just the contrary takes place. The child has a general feeling of insecurity that has grown all these years, and really wants to be back in that situation because after all it never knows just what is going to happen. I wish to point out these things to show how complex even a seemingly little matter like homesickness may be, and how much we have to know in order to go along the channel which promises success. Of course we can tide over a bad situation but that is merely tiding it over and is not helping the child, which after all is what we are interested in. Oftentimes you have illness — a child who knows that it is duller and not really acceptable will become homesick. A child like that very often falls ill and I do not mean he makes believe; he really becomes ill and in that disguise it would be most difficult to recognize homesickness.

Of course, I realize very fully that all this means a much greater knowledge of home situations than perhaps is possible for counselors to have. In my great ignorance, however, I throw out this suggestion — whether it might be possible, perhaps it already has been done — to have in the hands of every counselor as complete a record of the child's mental, physical and moral make-up as can possibly be had, together with a home picture. As I say, I think it is physical, and one thing I am very certain of, that given intelligent counselors it ought to be a tremendous help. We will agree that happiness in life depends largely upon our having pleasant associations with the people about us — human understanding. That is, the understanding of human relationship by the teacher or counselor who stands temporarily at least in the parental relationship to the child is of the utmost importance.

Now there is one other thing that I am very much convinced of and that is that the greatest obstacle to real living and real development is a lack of confidence in oneself, and of course we add to this difficulty by our inability to understand the personality of others and I am ready to say, of course, that the great crime of parents and teachers and counselors is this violation of personality because of its inhibiting, blighting effect on the functioning of the person. In our eagerness at home or in camp to have a child make the grade when very often there are overwhelming difficulties that stand in the way of making that grade we encounter

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## WHAT MAKES A GOOD COUNSELOR?

By LAURA JOY HAWLEY

The prime requisite of a good counselor is a sympathetic understanding of people. A close second to this is a genuine loyalty to the camp's ideals and regulations and, third, teaching ability in the craft or sport of which she is counselor. This is not merely my own personal opinion but is endorsed by the results of an informal questionnaire I circulated among about seventy-five girls and counselors this summer. "How jolly American!" said an English girl when I asked her to fill in the questionnaire. It is true that the questionnaire is an American institution, a result of our desire to analyze things, look facts in the face, and get down to real causes.

This questionnaire asked, "Which three characteristics make the best counselor?" and gave a choice of the following seven:

Excellence in craft or sport (meaning outstanding excellence of the Gertrude Ederle type)

Good health (meaning an iron constitution)

Loyalty to the camp's ideals and regulations

Good sportsmanship (meaning a good loser in such matters as rainy weather, illness, failure in sports, etc.)

Sense of humor

Good social background (meaning a cultural background of education similar to that of the girls in the camp)

Sympathetic understanding of people

It must be borne in mind that these girls and counselors were all in a camp for girls of seventeen and over.

Without exception, every counselor named "sympathetic understanding of people" as the first requisite, showing the counselors' appreciation of what constitutes a counselors' real job. Every girl named it as one of the three most important characteristics, and half of them gave it first place, showing how much the girls felt the desire for being understood.

Most of the girls who didn't give first place to "sympathetic understanding" gave it to "loyalty to the camp's ideals and regulations." A sixth of the girls felt that superlative excellence in craft or sport was of primary importance. Good health, social background, and a sense of humor were emphatically voted to be subordinate to the other characteristics. Good sportsmanship and loyalty were felt to overlap somewhat, yet half of those who voted for loyalty voted for good sportsmanship also, showing that a distinction was made.

The only striking difference in opinion between girls and counselors was in the vote on "good social background." Three times as many counselors as girls named it as essential — though a very small number in both cases. The discussion following the questionnaire showed that this was an illusive characteristic, but essential in

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## COUNSELOR TRAINING AT HANOU

By SERENA GOW

When I was very small I once heard my father talking about some candidates for a new position in his college department. The next day I asked mother where the "candied dates" had come from and whether I was to share them. This story seems to me to suggest the very question to be asked about counselors. "Candied dates" are to be picked for camp sharing — and what fun to find them on the camp tree.

Most camps are old enough nowadays to include two groups of counselors as well as two groups of campers — the old and the new. Some camps have full-fledged counselors "grown up" from campers. The refrain of one of the Aloha camp songs goes thus, "Life is full of ups and downs." The progress of a camper toward counselorhood is like a mountain trail, but at Hanou both peaks and valleys are wholly fascinating.

There is no formal training for campers who wish to become counselors, but the entire camp life from the first day in the Junior Camp provides the only course Hanou needs to offer. It was in the Hill Camp, or Junior Camp, that a certain riding counselor first showed another camper how to saddle and bridle a horse. It was in the Hill Camp again that another camper produced plays for a first season. Her ninth season is just finished, and now as senior counselor she has found her best way of "being shared."

For good or ill, organization has to take hold even in a group that loves informality and spontaneity. Thus the counselor who needs assistance, but not enough to warrant another full-time professional, may take from among the honor girls one proficient in her department to become camper assistant. Every honor girl has met a certain standard requirement in achievement and leadership and fine personality. Thus here is a practical halfstep to the counsel ring. The heads of departments are experts from leading colleges and art schools, the army and technical schools. They are able to give a camper assistant a fine equipment and vocabulary in the specialty. By this time, too, camp ways have so shaped and inspired the candidate that she thinks in terms of the camp good and is careful that she may provide much that is worth while and vital to be shared. This half-step year shows her in practice how to impart her own gifts without loss.

No one appreciates more than the new counselor how much such a year may mean. It falls perfectly in line with a well-balanced honor system. Even to the highest honor girl who upon winning the Hanou honor finds herself wanted as counselor it affords a good test of her skill and ability; but to those who have not reached that coveted pinnacle, a year as camper assistant brings a marvelous season of training, and often the honor itself.

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## GROWING COUNSELORS

By MRS. JASPER

Camp Lenore

I am not considering the growing of the counselor in an individualistic sense, although I think camp does allow opportunities for counselors to grow in that way. I know counselors who have improved their tennis and riding, and one counselor told me that she learned for the first time to play the Beethoven Symphony after working with dramatic and dancing counselors. And I know one who learned to swim after two years in camp.

But that isn't the kind of growing that I refer to. The chief business of the counselor is to help other people to grow — the



CAMP CHOCONUT COUNSELOR  
INSPIRING CONFIDENCE IN  
TIMID SWIMMER

other counselors with whom she is associated, and more particularly, the young people in camp. I have listed some of the ways in which we hope the young people will grow during the summer months. Of course, the same educational truths will hold during the summer that hold in the winter, because the whole child goes to camp, only in camp we have the opportunity to place the emphasis where it is most needed, where for some reason it gets left out during the rest of the year. The very organization of the camp makes for socialization, one of the big appeals in modern education, so to live in camp as to help the child to become increasingly interested in the welfare of the camp as a whole, to learn to adjust himself to other people and to understand his relation to other people.

To many of us the camp is a link between the real and the ideal. It is a challenge to stimulate idealism. I think all of us have to come to the realization that in order to develop the best in ourselves we

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## A PSYCHOLOGICAL AND EDUCATIONAL BIBLIOGRAPHY FOR COUNSELORS

By HENRY BUSCH

There is a great deal written on education and so little a camp director can use. It is a real pleasure to recommend a book called *Outlines of Child Study* by Benjamin C. Gruenberg. He writes English that those who are not specialists can understand. The book contains about forty chapters, covering every aspect of child life. At the end of each chapter is a bibliography. This is, without question, the best book I can recommend.

In the field of general psychology is *The Child, His Nature and His Needs*, published by the Children's Foundation in Valparaiso, Md. It costs \$3.50 to publish and it sells for \$1. It is a subsidized book published by private endowment. The difficulty with psychology is this: you can read psychology from now until the crack of doom and you find there is not a connection between this youngster and what you read in the book. Always try to visualize in the terms of some boy or girl you know.

Another worth while book for a counselor is Fred Tracey's *The Psychology of Adolescence*. That also applies to a book by Irving King, *The High School Age*.

Psychology is one of the most dynamic fields we have. Every scientist says no field is changing more quickly than psychology.

For those who are working among girls I would recommend Phyllis Blanchard's *The Adolescent Girl*. It is a scholastic work. The same is true of Moxcey's *Girlhood and Character*.

For a definite textbook on educational psychology, I would recommend Arthur I. Gates' *Psychology for Students of Education*, and if you read that book with insight you will find the chapter on "Laws of Learning" very enlightening. I would not read all of Gates unless you are interested in educational psychology. The chapter on "Training" and on the "Laws of Learning" every camp director should read. I want to recommend a work of fiction, *The Psychology of Insanity* by Bernard Hart. It is fiction in the sense that having started it you probably won't quit until you have finished it. It is a little book and can be read in an hour or an hour and a half. Bernard Hart doesn't talk about insanity in the usual sense. He doesn't think of the group of people committed to the insane asylums. He talks about the mechanics that work in you and me.

Another book that helps one to get an understanding of the abnormal child is published by the Bureau of Children's Guidance. Doctor Conningworth and Doctor Blake are joint authors — *Three Problem Children*. The reason I recommend it is this — you have a scientific study of three children who are under the Bureau of Children's Guidance. You will discover in that, that these problem chil-

dren have a great deal in common with the children you deal with. All of the mechanics that operate do operate in us to some degree.

A book far more popular, that practically everybody is reading, because the new republic made it popular, is *Youth in Conflict* by Miriam Van Waters. It is not quite so good as *Three Problem Children*. There is a greater scattering of material. Dr. Van Waters is the referee in the juvenile court of Los Angeles, Cal. She knows the way children think and act.

In the field of abnormal psychology I think we might recommend two books by Dr. William A. White of St. Elizabeth's Hospital: *The Mental Hygiene of Childhood* and *Mechanisms of Character Formation*. Those who have not had work in the newer psychology or in psychiatry will find these a good introduction.

William Healy's *Mental Conflicts and Misconduct* is a book for those becoming more interested in psychiatry.

Dr. Wells' book on *Mental Adjustment* will answer a good many of the questions raised here. Let children do the things children are interested in — getting applause and approbation from the crowd, a home run or doing something with a broad jump. Wells' book on *Mental Adjustments* gives a good insight into the whole field of psychiatry.

There is a group of books in the general field of education I think worth reading. They are not easy reading. Do not start on these if you are not interested. *What Ails Our Youth*, by Professor George A. Coe, helps us to understand what young people are doing. Also Professor Coe's *Law and Freedom in the Schools*.

On the side of moral training I recommend two books: Henry Newman's *Education for Moral Growth*. Dr. Newman is the leader of the Brooklyn Ethical Society. John Dewey has a very sane attitude in *Moral Principles in Education*.

If you want to know how the new education really worked in an experiment in the school, I would recommend Ellwood Collings' *An Experiment with a Project Curriculum*. It records actual doings of children.

The gist of this whole project principle is contained in Kilpatrick's *The Project Method*, obtainable for 35c at Teachers College.

In the field of sex education, I advise that you do not read a book on sex education and try to educate your children in sex. You will find by experience in dealing with sex education that children will give you a feeling that these subjects should be left alone. Two books are: Dr. Stowell's *Sex for Parents and Teachers* and T. W. Galloway's *Biology of Sex*.

There is a pamphlet, to my mind the best thing in print, *The Sex Side of Life* by Mary Wac Dennett. (This pamphlet

is now allowed circulation by the Postmaster General.)

Donald and Eunice Armstrong's *Sex in Life* is published by the American Social Hygiene Association, 370 Seventh Avenue, New York City.

If you read all those I think you will be busy from now until camp opens again.

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## TRAINING FOR COUNSELORSHIP

(Continued from page 1)

ing of a national certificate of achievement. The annual meeting of the C. D. A. to be held in March, 1928 will provide round table conferences on a variety of camp activities and interests, which will be especially attractive to counselors who can attend.

Training for leadership begins at the close of the camping season and continues until the opening of another camping season, and then — action.

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## THE COUNSELOR WHO GIVES

(Continued from page 1)

of the program in the same high-handed way. They fail to see that camp is a much more informal place than a school; that programs are not hard and fixed affairs, and to tumble them about is much of the charm of camp. Each counselor's share is necessary but no more so than that of others. Counselor leadership depends upon cheerful following as well as leading.

The best counselors we have ever had are those who were neither parasites nor lonely pines; who knew when to command and when to follow. They were the counselors who felt that camp was primarily for the girls and that the girls' interest and welfare should come first. They did their own specialties well and other activities fairly well, and enjoyed all phases of camp life, from overnight hikes to the quiet symbolism of the council fire. Such counselors were the givers who felt the needs of the girls and were ready either for a brisk game or a quiet hour around the fire.

Those who have come to camp for self-gain have been many, but always the givers have outnumbered the takers. For the givers are those who have kept counselor standards fine and strong. By giving without stint they are receiving in a thousand uncounted ways. They are the counselors whose influence will go down the years to the oncoming army of waiting girls.

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## THE COUNSELOR AS A GUIDE POST TO THE CAMP

By LUCILE PERLEY PIKE

In going from camp to camp as a visitor it has been my frequent experience to be met and taken in tow by a counselor of the camp. It is these counselors who have largely come to represent the various camps in my mind as I recall incidents of my visits. In a little tour I made this summer I was impressed again and again by the responsibility which these counselors have for giving the correct idea of their camp. It would seem almost axiomatic that a camp is as good as its counselors.

First impressions are always vivid, and whether they last or not they are likely to paint a definite picture in the memory. For example, I cannot but help associate one camp with William Wrigley, Jr. The counselor who took on the burden of my entertainment enjoyed her chewing gum with a fervor not shown otherwise.

Another camp had as arts and crafts counselor a woman who by her lack-lustre appearance had little to recommend her creative abilities.

The particular peri at the gate of one camp (not personally besieged by me — fortunately I was forewarned in time) was such a stickler to schedule that positively no visitors were admitted except on a stated visiting day. This rule was even applied to two directors from a neighboring camp who had gone out of their way to pay a friendly call. Such "high-hatting" is at best a questionable policy.

Boys and girls in some camps appear alike to be suffering some hardship by the nagging and harsh commands of swimming instructors and West Point riding masters who relentlessly urge on their novices in the hot sun.

Very different, at one camp, was the heartening confidence given each tiny diver on exhibition day. When she mounted the spring board the counselor would take her hand for a moment, and after a whispered consultation announce that "Mildred Prescott—or Barbara Barry—would do a side jack dive." No compulsion here, but gentle encouragement.

Some counselors have such a reassuring way of mentioning the "skinny lunches" served the little underweights. "Egg-nogs and warm baths" are even imbedded in one camp song. Other counselors naively let out the fact that they allow their young charges to "just run themselves sick" in their uncurbed zeal for going and doing.

There are camps that appear neither positive nor negative as seen through the eyes of the counselor at the entrance. A sort of inarticulateness, or helplessness, seems to brood over this camp's spirit. The clouds may lift as one penetrates farther, but what a pity there isn't "sunshine all the way!"

Men counselors in a girls' camp present their own problem. What does one think when a girl returning from a hike — rouged and lipsticked — hails a man

counselor with loud cries and slappings on the back?

The pride which some counselors take in the achievements of their campers acts as a rosy reflection of the high ideals and accomplishments of the camp itself. Former exploits are dilated upon, and products of the young pupils are brought out for approval. Properties of ancient pageants are cherished, and new projects expatiated upon. Enthusiasm such as this is highly contagious, and youngsters only one day at camp are caught up by it and carried joyfully into the community life.

The cognoscenti in the camp world might well say that it is all largely a question of background. From camp to camp on the same lake there is often a social jump of some distance. Radical flaming youth is pretty conspicuous in the world nowadays, but when you come down to cases, aren't there enough counselor candidates available from the hoary old colleges and the versatile new schools to fill the summer camps with charming, animated young women, and young men who have the best prep school manners?

A half-hearted, second-rate counselor can be a decided detriment to a camp, as well as a shockingly poor advertisement. A good counselor is almost worth his or her weight in gold for character and leadership ability alone. Witness the excellent impression left by counselors on a visitor to one camp who on the following day wrote to the director as follows: "Thank you so much for the lovely day at camp, but even more for taking away my prejudice against girls' camps! I had always thought of them as places where girls were driven and systematized to the point of nervous exhaustion, and to find this true ideal of leisure with enough accomplished to make each day worth while was a great delight."

The camp director who is wise will spare no pains in being sure that the counselors selected for camp not only are the right kind, but that they are carefully informed and instructed as to their duties and responsibilities, including that of representing the camp while they wear its uniform.



## A COUNSELOR'S CONTRIBUTION TO CAMP SPIRIT

By MISS JERREL

The fact that a counselor can make a contribution to camp spirit is probably based on the tendency of adolescent boys and girls to imitate one of their own sex slightly older, and to glorify that individual with all the vague ideals and attractive qualities of which they can conceive at that age. The difficulty arises for us in camps from the fact that these young people are not always able to distinguish the qualities which really have contributed to the personality which they admire, and they have adopted for their imitation insignificant qualities or qualities which we as adults would not think worthy of imitation.

I think the first responsibility is to engage those counselors who are worthy of imitation and, of course, it is the very serious responsibility of the counselors to so act that they will be glad to see their actions multiplied throughout the camp. In this connection I think sometimes camp directors whom I have heard of in the West — perhaps it isn't true in the East — (I am from the Middle West) miss an opportunity to interest their counselors vitally in the activities of the camp. Sometimes a camp director sits down before camp, or else in a few hurried moments, and thinks out scientifically and perhaps well what she wants in the camp as to results, purposes, and methods, and then when the counselor arrives says: "Now Miss So-and-So, I would like to have you do this and this in that way and do this that way," and so a well-meaning counselor does this and this and that in this way, but it isn't vital to her — she doesn't take an active interest in it.

I have known a camp director — a very wise one too — who, when a counselor arrives, says to her: "I think it would be fine if we could do this this year in the camp; ('this' being the result she had in mind) I don't know exactly how to do it. We tried this way last year, and Miss So-and-So does it this way in her camp — what do you think about it?" And, of course, the counselor, feeling very important because of this consideration, considers what would be the best way and, having talked over the plan, the camp director gives her the responsibility of carrying it out.

Not only does this very wise camp director give her counselors an opportunity to be responsible for their own particular interest in the camp — the subject for which they have been engaged to teach or direct — but she has counselors' meetings, in which counselors are given an opportunity to take an interest in the whole of the camp, to make suggestions as to the organization to play — for all campers enjoy planning, initiating — it is equally true that counselors enjoy the same thing. This camp director realizes that and invites suggestions from her counselors and sometimes adopts them.



## BOOK REVIEWS

*Enrichment of Camp Life through Music.*

By H. W. GIBSON. Monthly Library on Camping, Vol. III. The Gibson Publications, Watertown, Mass. Subscription price, 12 vols. \$5.00, single vol. 65c.

I was tremendously disappointed, peeved and morose when I finished reading Volume III of the Monthly Library on Camping. Peeved at Dad Gibson? Not on your life. Ashamed of myself for the all too little we did this summer for the Enrichment of Camp Life through Music. Resolved to do better next summer, to be sure; but mad clean through for having let eight weeks slip by without taking full advantage of our wonderful opportunity for bringing music to the boys out here under the pines. And the worst of it is that the small volume came to me in time to have awakened me from self-satisfied contentment with what has been and with what was. But, as most of us camp directors do, I put off reading until the boys were gone. Then it was too late to take advantage of some of the stimulating practical suggestions which the editor has built together between the brown covers of the booklet. Therefore, be it written down to my credit in the books of the recording angel, that I do hereby call this matter to the attention of my colleagues, urging upon them to see to it that Volume III gets into the hands of their music counselor, and into those of as many of his fellows as have imagination enough to see a score of ways in which these admirable suggestions can be applied to camp life next summer.

A. E. H.

*Becoming Acquainted with Nature.* By H. W. GIBSON. Monthly Library on Camping, Vol. IV.

Now on the other hand, when I come to Volume IV of the same Monthly Library on Camping, I'm a trifle at odds with the editor for reprinting such a suggestion as the following, lifted, with permission, from Frank Cheley's Little Loose Leaf Library No. 23. Under the caption "Goodness, Love and Sacrifice in Nature" we are told to: "Dig up an ant hill and see the ants carry away the larvae." The instinct of parental love is doubtless a matter of constructive interest to budding naturalists. But we don't set fire to the infant ward of a hospital in order to demonstrate the power of mother love, do we? Miss Mattoon scolded me roundly for letting my boys hitch a snapping turtle as motive power to a canoe, and I presume I deserved it. I wonder what she'll say to Mr. Gibson when she discovers that he aids and abets the destruction of ant homes for the purpose of instructing our youth in the goodness, love and self-sacrifice to be found among insects?

Again, I fail to see what Lecture No. 1 on "Good and Bad Citizens" has to do with nature study, unless, at a guess, we are supposed to compare the anthropology and sociology of the young homo with a

nest of ants, an apiary or the ways of woodchucks in their burrows. Further still, I am inclined to think that if we take the topic for Lecture 18: "God in Nature, Goodness, Love and Sacrifice" we'll do so to the disadvantage of mankind. We are called on to "show how man is greater than nature in love and goodness" by comparison with, say, snakes, hornets or spiders. I doubt very much if this idea can be put across to any boy or girl who has read Empy's *Over the Top*, let alone anything of Barbusse.

However, aside from its meanderings into theology, the fourth volume of the library series isn't as tedious as most nature lore texts, and it does call our attention again to Lutz' *Nature Trails*, published by the American Museum of Natural History, and this alone is worth printing a booklet about. Doctor Vinal's contribution on the camp museum, I presume, is worth reading for suggestions, too. There are still those who believe in museums in camp, and, as makeshifts for real nature lore out under the trees and sky, perhaps these catacombs have their place. And if any of you want to test your ignorance, glance over some of the questions on pages 30 and 31. Viz.: How many kinds of *Ceanothus* do you find in your locality? How fast does a snail's heart beat?

The handful of poems, thrown in for good measure, I presume are readable. That I must leave to others. My own tastes in nature poetry are weird.

To anyone interested in the use of magazine illustrations, making nature books, aquaria, sources of technical information, nature games, smoke prints, and a short bibliography on the latest naturology, Volume IV, *Becoming Acquainted with Nature*, may prove of some value.

A. E. H.

### COUNSELOR TRAINING AT HANOUM

(Continued from page 5)

And so heads of departments suddenly find a new generation of counselors ready to aid them. And such assistance! For not only have the heads taught them to their own heart's desire, but the younglings understand the camp problems and are the natural interpreters of the campers' point of view. Shall we not say that the fruit of the home tree is sweet and firm? Shall we not be glad to have so cared for our seedlings and saplings that this is our harvest? I hear no dissenting voice.

### GROWING COUNSELORS

(Continued from page 5)

have to help develop the best in other people.

Such is the task that we are engaged in as counselors, a task infinitely worth the doing, and I think that if we really are concerned with helping other people to grow, need we be concerned for our own growing?



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### NEW ENGLAND SECTION MEETING

The New England Section of the Camp Directors Association, following the plan that has been adopted the last two years, held its first meeting of the season early in September. This year the members met at Newfound Lake, New Hampshire, arriving the evening of the sixteenth and remaining through the eighteenth. Visits were made to the various camps in the vicinity. Colonel Elwell of Camp Mowglis had worked upon a program for the week end and it offered opportunities for both work and recreation. Inspiration and benefit was gained from the conference. There were discussions upon many subjects of vital interest to the director.

President, Col. Alcott Farrar Elwell  
Secretary, Mrs. C. A. Roys



## NEWS FROM THE CAMP WORLD

Mr. and Mrs. Clarence E. Allen of Newton, Mass., directors of *Camp Chevonki* at Wiscasset, Maine, have sailed for Europe. They embarked Sunday, September 4, and expect to be abroad for about two months.

The engagement has been announced of Miss Florence Owen, head counselor at *Camp Winnetaska*, Little Squam Lake, N. H., this past summer. Miss Owen, who is the daughter of Professor and Mrs. George Owen, and sister of George Owen, Jr., former Harvard football star, is to marry Kenneth Boyd Lucas, son of Mr. and Mrs. Charles W. Lucas of New York. George Owen, Jr., has been on the counselor staff at *Camp Passaconaway* for some years.

The directors of the *Perry-Mansfield Camp* of Steamboat Springs, Colorado, are putting on a series of dances for the big New York pageant to be given October 8 in Saratoga Springs. The Misses Charlotte Perry and Portia Mansfield are also this fall launching two new companies of dancers. Later on *Camping* hopes to print an article on this unusual camp which specializes in the technique of interpretive dancing.

The Manual Arts Department of *Camp Winnecook* has signalized the season of 1927 by the building of eleven log cabins.

These cabins are located in the camp's Indian village, encircling the council ring. Each cabin is assigned to two boys—those who did most in building it—and remains their property as long as they are members of the camp. As soon as completed, these cabins are occupied by the boys whenever they cook their own supper and breakfast at the Indian village. A larger cabin near by is used by the counselor in charge of this group.

Dr. Paul W. Crouch, world's archery champion, who has contributed an article to *July Camping*, recently won added honors in a freak match on the Forest Hills golf links. In this odd athletic contest Dr. Crouch with bow and arrow not only beat a golfer at his own game but won over a baseball player and two fishermen. Dr. Crouch made the nine holes in thirty "strokes." Lou Gehrig, runner-up in the home run hitting contest with Babe Ruth in the American League, was second with thirty-one. Gehrig threw and batted a baseball around the course, while Dr. Crouch sent his shafts speeding down the fairway. The angler's duty was to send his lead sinker flying from a reel down the course; this score was thirty-seven. Eddie Driggs, the lone golfer in the match, drove and putted for a score of forty-four.

## DELINEATOR

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Kenneth N. Chambers, Director

Delineator Educational Department  
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The completion of a cabin is the occasion for a grand celebration and house warming by the whole camp. It is the custom for each tent group to contribute a large flat stone for the open fireplace to be built in front of the new cabin. All compete for the honor of having their stone chosen as the hearthstone. When all stones have been brought in, the fireplace is set up, wood is piled on and the boy leader of the cabin builders lights the first fire while the camp gives the new unit a rousing cheer. With everybody comfortable about the fire, the boys are then treated with stories of our American pioneers, how they built their homes in the wilderness and neighbors for miles around gathered to raise the ridge pole and rafters, this ceremony accompanied by much fun and jollification.

From this time on these home builders live in their new cabin where each night they may look out upon their own fire, its flickering light making their fantastic totem seem to dance with the joy of achievement.

## RAISING A CABIN AT CAMP LINCOLN

BY COLBA F. GUCKER

Director, Camp Lincoln in the Adirondacks

The finest assets an old camp may have are its customs. Camp Lincoln, now seven years old, started from the first to build its program about the American Pioneer ideal. It held up as a model that sturdy character so dear to the heart of the American boy, the man who sought the wilderness, who forced his way through the many difficulties with pride and confidence in his strength. Our environment was helpful to this idea, the camp being located at the foot of a wooded mountain-side on the shore of a secluded Adirondack lake. The buildings were modest and in keeping with the woods. With such a start much equipment was built by the boys and counselors of successive seasons. Exhibits of this constructive spirit now surround our campers. It is with a sense of community pride that a boy shows his parents about, pointing out the tennis court built by the 1921 campers, the open dining hall built by the advance party in 1923, the chief's cottage built the next spring, the Wahl-Thrall gate, the good barge *Lincolnian*, the "pioneer" cabin, radio shack, rifle range, cedar grove rustic benches, canoe dock, diving float, "guide's" camp, baseball backstop, cubs' den, senior cabin, junior cabin, etc. Probably every boy who has spent a summer at Lincoln has left his mark in some per-

manent piece of construction. Our very youngest boys have contributed their bird houses, rustic shelters or benches.

Each summer a group of older boys, first year campers living in the tents, are given a hint that they too might have a cabin if they care to build one. This idea has always met with immediate and enthusiastic response. A boy leader is elected by the group interested and he in turn chooses the boys to join him in the project. A counselor is assigned to act as adviser. In consultation with the camp director the site is chosen and then work is begun clearing away brush and alders. Probably the whole camp will assist in bringing in the foundation logs, big fellows at least a foot in diameter. For material the boys have the privilege of cutting any standing timber which is dead but solid. The camp supplies rough boards for the flooring and roofing, slabs for the sides, roofing paper and nails. Work is usually begun the second week of camp and the group is told that they must vacate their present quarters by the end of the fourth week. By working steadily during the morning project periods they will be on time. One group let the work drag too long but moved in on the scheduled day. For several nights they prayed that rain would not come down on their unfinished roof.

## WHAT MAKES A GOOD COUNSELOR?

(Continued from page 5)

a certain degree for the sake of congeniality. The discussion also developed the fact that teaching ability was far more important than superlative excellence in a craft or sport.

Obviously, girls and counselors want and need to understand each other, and counselors must be loyal in *spirit* and *attitude* toward, as well as in fulfillment of, the camp's ideals and regulations. One thing that was not discussed, but which every camp director learns must be taken into consideration in judging potential counselors, is "Is she a 'campy' person? Will she fit into camp community life?" This is something that can't always be foretold. You are, or you are not.

"Will she make a good counselor?" After all, the camp director probably cannot pigeonhole the whys and wherefores of her decision; it must spring from a mutual recognition of a common bond of ideals, purposes, faiths—coupled with a belief, a hope, that the counselor has the fundamentals necessary to achieve them.

### OUT OF THE MAIL SACK

Wamego closed its greatest season September 1, having had seventy-five boys for the summer of the finest quality ever in the camp. We specialized in physical development, many boys making from twenty to forty points in developing, according to the standard of Prof. Taylor.

As usual Camp Wamego distinguished itself as the snake's paradise. Last summer one boy brought in a beautiful ring neck snake. It was lost. This year three were found, and they are preserved in glass cases with all the comforts snakes desire. The ring neck is of rich orange and gray, which being the Wamego colors, the snake was duly christened the "Wamego snake." Other camps kindly take notice.

There were always fifty to one hundred garter snakes in captivity, and pets.

The effect of snake love in this camp was such that every living thing in camp was sacred to the boys. A little mouse ventured in the ranks at retreat, upsetting the staid military decorum and causing one boy to catch it and take it away to safety lest a cat might get it.

Personally, I have always had a terror of snakes, and when I saw myself picking them up petting them I was astonished at myself. The beautiful Wamego snake, with its long stream of rich bright orange on its entire belly, and the beautiful orange ring about its neck, with a back of brilliant, blue gray, is enough to make anyone like snakes.

Nature in Wamego used to be very "raw," that is, we had little to do with science, but much to do with fellowship with nature. Now the boys cherish everything living.

The Wamego brook, flowing through our campus for about a quarter of a mile, was one mass of brilliant cardinal, which no boy ever picked, for it was the rarest and richest of America's wild flowers. A boy who picked a cardinal flower, gentians, Indian pipes or any of the somewhat rare plants, is looked down upon and punished in some way.

CLARENCE J. HARRIS  
Director, Camp Wamego

### A VISITOR FROM ENGLAND

Last year Miss Muriel Holden, a teacher from England, was entertained by camps whose directors are members of the Association. Her visits included camps in New York, Connecticut, Massachusetts, New Hampshire and Vermont. The experience proved so valuable, interesting and inspiring to Miss Holden that a request came from England that the same opportunity be given another teacher. The invitation was forwarded and Miss Olive Wright was chosen to be the guest.

Miss Wright is a captain of the English Guides, has camped with her girls in Denmark and France, and is a trained V.A.D. nurse with two years' experience in hospital work. She is a district commissioner in Cambridge, besides being

second mistress at the Cambridge Perse Preparatory School. Before and between her visits to the camps this summer, Miss Wright studied at Columbia University.

Those camps that entertained Miss Wright found her a most delightful companionable camper, full of enthusiasm, graciousness and humor.

The visits of these two earnest young women could not be without value to our American campers whom they inspired and enthused by English songs, stories and games, and discussion of their own camping problems. Undoubtedly our directors who entertained Miss Holden and Miss Wright would agree that the gain from these visits is mutual and is so worth while that the invitation should be extended each year.

Following is a note from Miss Wright:

September 3, 1927

"Dear Miss Mattoon:

Before I leave this country may I take this opportunity of expressing my thanks to the Camp Directors Association for their kindness and hospitality to me this summer.

My visits to your camps have proved a great delight and inspiration to me. Everywhere I have met the same wonderful camp spirit which has made me feel entirely at home, and that the world is comparatively small. Campers I have come to feel are international, all speaking the language of the great out-of-doors. I am returning rich in new friends, new ideas, a store of memories of beautiful country enjoyed and adventures shared.

For the inspiration that these visits have proved I cannot speak highly enough and I feel I have enjoyed a great privilege as your guest this summer, and thank you once again for your kindness in making my visit possible.

Gratefully yours,  
OLIVE E. WRIGHT"

### AN INTERESTING LETTER

We camp directors occasionally find on our staffs a counselor who looks upon his season in camp as a vacation, but it is rare that an applicant expresses himself definitely on that point. I have just received an application for a position as counselor from a young man in St. Louis, an accountant for an electrical manufacturing company, who has had no experience in work with boys except as teacher of a small Sunday school class. I am quoting a part of his letter below, as illustration of how little the young man knows of the duties and responsibilities of a counselor.

"My connection here is rather favorable; however, I do not feel that I have entered the right calling, so before choosing another I desire to take a rest. Just such a life as led by a boys' counselor is what I am looking for; plenty of fresh air, much good food, and a carefree life in the great out-of-doors."

DR. J. P. SPRAGUE  
Camp Minocqua

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### PSYCHOLOGICAL DON'TS FOR CAMP LEADERS

(Continued from page 3)

that very feeling of insecurity. The object to be attained is estimated out of all proportion. I think that is one of the things that must be especially guarded against, where specific results are required for graduating into certain orders of swimming or when the craft or tennis or whatever the particular grade may be that the child is to make.

There is one other very important link in that chain of non-violation and that is that the attitude of the counselor must always be a confidential one in regard to anything related to a given child in charge. When there is any need for correction, advice or disciplining it should always be a private matter between counselor and camper. It should be made promptly, clearly, helpfully and then forgotten. A child, I think, that has feeling of being talked about in counselor meetings will develop a feeling of insecurity with the resultant inefficiency which may again break out in many unlooked for codes of behavior, such as "We might as well have the game as the name," even homesickness, quarrelsomeness or actual depression.

I was told about a case of camper who had gotten herself into some difficulties and was never completely satisfied that her part in the difficulty had been justly made. She was bitterly aggrieved that the parent was acquainted with that difficulty on a friendly visit to camp. That particular child has never recovered from that violation. I feel that wherever anyone steps in even temporarily in the relationship of parent he is the parent for that time surely, and just as confidences are sacred, or ought to be sacred, between the parent and the child, so difficulties should be so between the camp director or the counselor or whoever has the particular difficulty to handle. It should be handled and carried to a successful conclusion, but I should say it was no business of anyone else, not even the parent. Of course I can see that there are situations that this would not cover but I think there are some that it will cover. There are also questions of habits, difficulties of all kinds, and we seem to think we can hit a spot once and for all. Of course, some of us have learned that that cannot be done.



## FEET, POSTURE AND HEALTH

By J. WILFORD ALLEN, M.D.

When we consider camping as we now know it, with its health and sanitation program, its water front protection, its well-balanced program for athletics, its dietetic menus, etc., we must note that the essentials and fundamentals of present-day camping are of a very gradual conception and growth. Methods of work change also and when we refuse to follow the path of progress in religion, business, medicine, or in camping, our methods are apt to harden into set forms which a new and progressive generation will find inadequate. In modern parlance, get a move on you or your coat tails will be stepped upon.

A camp director with a narrow-gauge mind has no place in the advancing field of camping. He must be alive to the needs of his time and the movements of his generations, and as keen as the Athenians, not to miss any new thing worth knowing; seeking ever for more efficient methods and alert in service as any professional man should be, in keeping pace with the requirements of his profession. In camping, as in any other profession or business, there is always for every director the peril of a belated mind.

Foot examinations in camp show that over fifty per cent of campers do not have normal feet, and if that be true among girls and boys it is true of a large majority of our youth.

The most common foot ailment is fallen arch or flat foot. Remember the height of the arch is no index of the presence or absence of symptoms. Look for the characteristic bulging on the inner side of the longitudinal arch — this bulging appearing when weight is put upon the foot.

One of the causes of flat foot is toeing out, and we should teach our children to walk as the red man walked, toes straight ahead. Through misuse of the foot, lateral exercise of the leg muscles or the wearing of badly designed shoes, the arches may sag, the bones slipping out of place. When this occurs distress is bound to follow through pressure on the nerves and blood vessels. If distress were limited to the feet it would be bad enough but it often extends to remote parts of the body.

The anterior arch which extends across the ball of the foot is often broken down, due no doubt to the prevailing fashion of high heels which causes the foot to press more than it should upon the ball of the foot, thus causing a concave sole which rounds down under the ball, bends up at the sides. When this occurs there is always intense pain and frequently a painful callous in the middle of the ball. You may relieve this by changing to soles that are flat or by placing a padding under the ball of the foot with a strip of adhesive tape around the foot.

Try this scheme at camp this summer. Stand a mirror on the floor against the wall in your main building so that campers can see their feet and notice how they

stand and walk. They should walk softly so as to jar the body as little as possible, placing the outer side of the heels on the ground following along with the small toe and finally with the great toe. In standing or walking point the toes straight ahead, keeping the ankle straight and supporting the weight on the outside of the foot. In sitting the feet should point straight to the front or should be pointing slightly in.

Try to educate your children to do away with high heels as far as possible. Some girls say that they must wear high heels to be comfortable yet they are undoubtedly responsible for many sore feet, many aching backs and doubtless many fussy tempers. If a girl persistently wears high heels the muscles at the back of her leg will tend to shorten from lack of use. Then if she attempts to come down suddenly to sensible heels or tennis shoes she will find a tremendous strain on the heel cord or tendon of Achilles. The ensuing pain may be relieved by massage and proper exercises.

A high percentage of postural defects has been observed among school children. An analysis of the tracing of the standing positions of 746 Harvard freshmen, reported by Lee, showed that eighty per cent of them habitually assumed a standing position that was unsatisfactory because they had poor use of their feet. It is obvious that the development of most of the cases of foot defects could be prevented by adequate attention during childhood.

Postural activity is not of late development but is acquired early in life. It is important therefore in view of the above that parents, teachers, schools and camps should watch very carefully for the discovery of existing or impending foot defects among children with a view to their correction and prevention and improvement in their posture.

As has been said, one of the first things to teach a child is to walk softly. Let him play Indian, imitating the light stealthy tread of the red man toeing straight ahead. Teach him to walk with the feet parallel. Let him follow a narrow board in the floor.

For hiking over rough or uneven country wear high shoes, never sneakers, in order that strain may be prevented, and be sure to see that the child's stockings are large enough as short stockings are apt to deform the foot.

Some directors may say "what business is it of ours to look after the feet of our campers when we have them with us but two short months and what can we do in that period?" Call to mind Dr. Meylan's remark "that we have our children under our direct care and control in two camping months more hours than has the school teacher in a usual full school term."

It has been said that it is impossible to measure the handicap which abnormal feet, with the resulting inefficiency, imposes upon the human race, but that it is

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great enough to warrant the taking of all pains necessary to prevent it, is beyond dispute.

What can we do? Look over the following bibliography and see that copies of pamphlets suggested are placed in the hands of the physical instructors in your camp:

- "Foot Defectiveness in School Children," Reprint 909, U. S. Public Health Service, Washington, D. C.
- "Foot Health," published by Metropolitan Life Insurance Co.
- "Child Care in the Pre-School Age," Bulletin 30, U. S. Dept. of Labor
- "Posture Exercises," Bulletin 165, U. S. Dept. of Labor
- "Posture Clinics," Bulletin 164, U. S. Dept. of Labor
- "The New Edition of Individual Gymnastics," by Lillian Curtis Drew

## TO AUTUMN

Season of mists and mellow fruitfulness!  
Close bosom-friend of the maturing sun;  
Conspiring with him how to load and bless  
With fruit the vines that round the thatch-eaves  
run.  
To bend with apples the moss'd cottage-trees,  
And fill all fruit with ripeness to the core;  
To swell the gourd, and plump the hazel shells  
With a sweet kernel; to set budding more,  
And still more, later flowers for the bees,  
Until they think warm days will never cease,  
For Summer has o'er-brimm'd their clammy cells.

Who hath not seen thee oft amid thy store?  
Sometimes whoever seeks abroad may find  
Thee sitting careless on a granary floor,  
Thy hair soft-lifted by the winnowing wind;  
Or on a half-reap'd furrow sound asleep,  
Drowsed with the fumes of poppies, while thy  
hook  
Spares the next swath and all its twined flowers;  
And sometimes like a gleaner thou dost keep  
Steady thy laden head across a brook;  
Or by a cider-press, with patient look,  
Thou watchest the last oozings, hours by hours.

Where are the songs of Spring? Ay, where are they?  
Think not of them, thou hast thy music too,  
While barred clouds bloom the soft-dying day,  
And touch the stubble-plains with rosy hue;  
Then in a wailful choir the small gnats mourn  
Among the river shallows, borne aloft  
Or sinking as the light wind lives or dies;  
And full-grown lambs loud bleat from hilly bourn;  
Hedge-crickets sing; and now with treble soft  
The redbreast whistles from a garden-croft,  
And gathering swallows twitter in the skies.

*John Keats*



## VULGAR TRAINING

By ANGELO PATRI

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Now and again I refresh my mind about schools and teaching by reading *Nicholas Nickleby*. Of late years I have laid the book down with a feeling of joy. Schools are not like that these days. Children are not taught by vulgar people. They suffer no such indignities. And then I got a shock. There are evidently some people who have not yet read their Dickens, who do not know their Dewey and Thorndyke. There are camp directors who do not know Gulick and Hamilton and Seton Thompson and Baden Powell.

I read about a camp counselor who admired himself because of his fine method of teaching his boys table manners. It was an exposition of the most vulgar kind of teaching I have read outside the pages of Dickens. How any man could in this day and generation be guilty of it I cannot imagine.

Each boy was to report on the errors every other boy made. When a boy was caught he was called out from table, elected to the Order of Hogs, forced to walk around the table and then stand behind his chair in silence for a minute, keeping watch on the manners of his fellows. At the order of his superior he could resume his seat at table.

What kind of a boy would allow anybody to elect him to the Order of Hogs? I know of none who would not consider himself deeply affronted and, if circumstances

were too much for him at the time of his humiliation, would not properly resent it.

What kind of teacher was it who degraded the spirit of a boy in such a fashion? Was he a teacher at all? I cannot imagine an intelligent human being who had taken the teacher's training, who had devoted himself to the education of children, being so stupid, so vulgarly stupid. One would imagine that people who believed that a summer camp would help the children would put them under the care of real teachers, not vacation workers.

But this counselor set forth a parent's letter, according to the article I read, heartily endorsing, praising highly, the methods the camp folk used to teach his children table manners.

"I could not eat my meals in peace," says he in evident glee, "they took me up on every point."

What is wrong here anyway? Are there parents in the world who think it good mannered in their children to criticize the table manners of their parents and that openly at the table? Have we lost all regard for the old reserve and tenderness? Of course not.

But if we want to preserve them, if we want our children to have truly good manners, the happy way of doing things, we will have to be very careful of the people to whom we entrust them summer and winter. One of the crying needs of educa-

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tion today is the better training of teachers, the recognition of the teachers who have high standards and fine training. Until the teacher, the real teacher, comes into his own in America we will be shocked by the pseudo-teacher who elects children to the royal order of the hog.

*Editor's note:* The above syndicated article appeared in one of the Boston papers last week. It was so appropriate to the subject of counselor training that the publishers of *Camping* telegraphed Mr. Patri asking permission to reprint the article. His consent to the reprinting was received promptly.

Many readers will recognize the article as applying especially to an article on "The Royal Order of Hogs" appearing in another magazine dealing with camp activities. This article called forth a storm of protest from many sources, among others Heywood Broun, who wrote a column on it in the *New York World*. It is believed that reactions of this sort are valuable to camp directors inasmuch as they may often mistake public sentiment in regard to their policies.

